**PART I: BACKGROUND AND EXPERIENCE** Student number \_\_\_\_\_\_\_\_\_

1. Current Status (check one)

|  |  |
| --- | --- |
|  | Sophomore |
|  | Junior |
|  | Senior |

2. Race and Ethnicity (check all that apply)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | African / African American / Black |  |  | Middle Eastern |
|  | Asian / Asian American |  |  | Native Hawaiian / Pacific Islander |
|  | Caucasian / White |  |  | Multi-Racial: |
|  | Hispanic / Latino/a |  |  | Other: |

3. Gender \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Major \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 5. Minor (if applicable) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. Is English your first or native language? No \_\_\_\_\_ Yes \_\_\_\_\_

If “Yes,” please move on to question # 10. If “No,” please answer questions 7-9 before moving on to question # 10.

7. If “No,” what is your first or native language? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. If “No,” what proficiency level would you give yourself for each of the following language skills:

|  |  |  |  |
| --- | --- | --- | --- |
|  | Advanced | Intermediate | Low |
| Listening |  |  |  |
| Speaking |  |  |  |
| Reading |  |  |  |
| Writing |  |  |  |

9. Were you considered an English learner (ESOL) student during your PK-12 schooling?

No \_\_\_\_\_ Yes \_\_\_\_\_

**PART II: CONTENT AND INFUSION**

**Instruction**: Please rate your **current familiarity** with the following topics.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Very Familiar** | **Moderately Familiar** | **Not Familiar** |
| 1. Levels of English language proficiency: pre-functional; beginning; intermediate; advanced; proficient / trial mainstream |  |  |  |
| 1. Diversity of students’ cultural and language backgrounds in the United States and Florida |  |  |  |
| 1. Variety of teaching strategies to promote age/grade/level-appropriate social and academic English learning |  |  |  |
| 1. Design, use, and interpretation of age/grade/level-appropriate assessment procedures and instruments for English language learners |  |  |  |
| 1. Differentiation of content, process, product, and assessment for English language learners |  |  |  |
| 1. Culturally-competent strategies for communication and partnership with students’ families that come from different language and national backgrounds |  |  |  |

**PART III: SENSE OF EFFICACY**

**Instruction**: The questions below are designed to help us understand your **sense of efficacy** in assisting ELs’ in the PK-12 classroom. Based on each of the statements below, please indicate how much you think you can do.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Nothing |  | Very little |  | Some |  | Quite a bit |  | A great deal |
| 1. How much can you do to help your English language learners think critically? | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1. How much can you do to motivate English language learners who show low interest in school work? | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1. How much can you do to get English language learners to believe they can work well in school? | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1. How well can you respond to difficult questions from English language learners? | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1. How much can you gauge the comprehension of English language learners regarding what you have taught? | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1. How much can you do to improve the understanding of an English language learner who is failing in school? | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1. How much can you do to adjust your delivery of lessons to the proper level for individual English language learners? | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1. How much can you use a variety of assessment strategies that take into account English language learners? | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1. To what extent can you provide alternative explanations or examples when English language learners are confused? | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1. How well can you implement alternative strategies for teaching and learning in your classroom that consider the needs of English language learners? | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
| 1. How well can you provide appropriate challenges for very capable students who may be hampered by the English language? | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |

**PART IV: ATTITUDES AND BELIEFS**

**Instruction**: The questions below are designed to help us understand the **attitudes and beliefs** of our candidates regarding immigration, language, and education. Please use your own opinions as the basis for responding to the questions.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Strongly Disagree | Disagree | Not Sure | Agree | Strongly Agree |
| 1. English should be the only language of instruction for core PK-12 school subjects, such as language arts, math, science, and social studies. | (1) | (2) | (3) | (4) | (5) |
| 1. English language learners have a right to expect that schools will make changes to accommodate them. | (1) | (2) | (3) | (4) | (5) |
| 1. The PK-12 school system will be strengthened by English language learners. | (1) | (2) | (3) | (4) | (5) |